

**Grades 6-12 Writing Rubric**

CATEGORY	4	3	2	1	
<b>Focus/Purpose</b>	Strong, explicitly stated thesis/main idea; clearly addresses prompt	Clearly stated thesis/main idea; addresses prompt	Thesis/main idea evident, may be somewhat vague or confusing; good attempt to address prompt	Thesis/main idea weak and unclear or confusing; begins abruptly with no stated thesis/main idea; remotely addresses prompt or not at all	F
<b>Organization</b>	Strong, well developed beginning, middle and end; logical, cohesive paragraph; smooth and varied transitions	Clear beginning, middle, and end; coherent paragraphing; some good use of transitions	Evidence of a beginning, middle, end; undeveloped paragraphing, lacks cohesion; limited use of transitions	Little or no evidence of a beginning, middle, or end; limited or no evidence of paragraphing; limited or no use of transitions	C
<b>Content</b>	Extensive, in-depth, relevant support of thesis/main idea; fully developed for grade level or above	Thesis/main idea supported with well chosen and specific details; developed for grade level	Limited and/or unclear support of thesis/main idea; partially developed for grade level	Support for thesis/main idea unclear, confusing or absent; may be random unnecessary information; undeveloped for grade level	
<b>Conventions</b>	Writing is relatively free of spelling, grammar, indenting, and/or punctuation errors; minor errors do not interfere with reading or meaning; little or no need for editing consistent for grade level or above	Few errors in spelling, grammar, indenting, and/or punctuation; errors do not interfere with reading or meaning; some need for editing consistent with grade level	Frequent errors in spelling, grammar, indenting, and/or punctuation; errors begin to interfere with reading or meaning; significant need for editing below grade level	Substantial errors in spelling, grammar, indenting, and/or punctuation; errors impede reading or meaning; extensive need for editing well below grade level	C
<b>Voice</b>	Strong, clear evidence of relevant voice, tone and style achieved through precise and distinctive word choices and expressions relevant to thesis/main idea	Clear evidence of voice, tone and style made with appropriate word choices and expressions relevant to thesis/main idea	Some evidence of voice, tone and style, though word choices and expressions are ordinary and unoriginal and may or may not be relevant to thesis/main idea	Little or no evidence of voice, tone and style, incorrect and/or inappropriate word choices and expressions not necessarily relevant to thesis/main idea	
<b>Please Circle</b>				<b>Total Score:</b>	
17-20: Proficient w/Distinction 13-16: Proficient 9-12: Partially Proficient 5-8: Sig. Below Proficient 0: Refusal					